

**DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Hill City School District
Accountability Review - Monitoring Report 2012-2013**

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Dates of On Site Visit: November 8, 2012

Date of Report: November 29, 2012

All non-compliance must be corrected within 1 year of this report date.

Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Division of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Division of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:

- (1) A statement of the student's present levels of academic achievement and functional performance, including:

- (a) How the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students)
- (b) For preschool student, as appropriate, how the disability affects the student's participation in appropriate activities;
- 3) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student:
 - (a) To advance appropriately toward attaining the annual goals;
 - (b) To be involved and make progress in the general education curriculum in accordance with this section and to participate in extracurricular and other nonacademic activities; and
 - (c) To be educated and participate with other students with disabilities and nondisabled students in the activities described in this section;
- (4) An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in activities described in this section;
- (5) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on state and district-wide assessments consistent with § 24:05:14:14. If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or district-wide assessment of student achievement, a statement of why:
 - (a) The student cannot participate in the regular assessment; and

§300.320 (a)(7) Comment Initiation, Frequency, Location and Duration of Services What is required is that the IEP include information about the amount of services that will be provided to the child, so that the level of the agency's commitment of resources will be clear to parents and other IEP Team members. The amount of time to be committed to each the various services to be provided must be appropriate to the specific service and clearly state in the IEP in a manner that can be understood by all involved into the development and implementation the IEP.

Corrective Action:

| Prong 1: Correct noncompliance case | | |
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| Timeline for Completion: 45 calendar days from the report date listed above. | | |
| Student: | Prong 1-Required Action: | Prong 2-Data To Be Submitted: |
| Student File # 4: This student was | The student's IEP team must meet and write | By May 1, 2013, the District will |

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| <p>reported on child count under the category of Other Health Impaired. The IEP Special Education and Related Services section listed the Occupational Therapist would provide visual perceptual services in the General Classroom, Resource Room, and OT room; however, the services minutes were not specific pertaining to the direct services outside the General Classroom. In addition, the General Education Teacher and Resource Room Teacher were written as the personnel responsible for providing the student with Reading Instruction and Math Instruction in the General Classroom, but the service minutes did not state the Resource Room Teacher's service minutes.</p> | <p>an IEP Addendum stating the specific minutes for direct OT services without the inclusion of minutes in the general classroom, as well as the service time the Resource Room Teacher provides the student in the General Classroom.</p> <ol style="list-style-type: none"> 1. Prior Written Notice for the Meeting 2. IEP addendum 3. Parental Prior Written Notice | <p>submit copies of IEPs for two students under the category of Other Health Impaired who have had an annual IEP or who have been initially evaluated or reevaluated.</p> |
| <p>Date Prong 1 Data Submitted: Status:</p> | | |
| <p>Date Prong 2 Data Submitted: Status:</p> | | |

Prong 1: Correct each individual case of noncompliance

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| Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of <u>updated data</u>. |
| Required Action: Implement policy/procedure/practice identified in Prong #1. |
| Data To Be Submitted: Data submitted for Prong #1 will be used to verify correction. |
| Target Date for Completion: |
| Date - Status Report: |

State Performance Plan – Performance Indicators

Indicator 2 – Dropout Rate

Percent of youth with IEP's dropping out of high school.

| Students: | Required Action: | Data To Be Submitted: |
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| Upon review of student files #'s 5, 13, 14, and 15, the data showed accommodations/modifications were not consistently provided, used for instruction during the assessment administration, or correctly documented. | <ol style="list-style-type: none"> 1. The district will review current policy/procedure to determine why discrepancies are occurring. 2. Develop a process that will allow for the appropriate documentation and provision of accommodations for state/district assessments. 3. Train IEP staff and testing coordinator in the procedures/process. 4. Implement procedures and collect data to verify accommodations are appropriately documented and provided during state/district assessments. | <p>The district will collect and submit to SEP the following data:</p> <ol style="list-style-type: none"> 1. Written description of the district's review process to identify why the discrepancies are occurring. 2. Written description of the process the district will implement to correct the discrepancies. 3. Staff training documentation to include the date, name of who provided the training, and sign-in sheet with the names of all participants/position titles, who attended the training. |
| Timeline for Completion: March 15, 2013 | | |

State Target: 3.2% or lower

District %: **0.0%**

District Response:

The District's practice centers on each student's IEP. The district offers small class sizes with allows for a more one on one approach. The core classes such as English and Math are also offered in the resource room for those students who would otherwise not be successful in the general education classroom. Even though we are small, we also offer classes that are cooperatively taught, as well as those that have a paraprofessional in the room. This allows the student to experience success and ultimately graduate. Since we are a smaller district there is quite a bit of communication between, parent/guardians and school with respect to grades and academics. The Alternative School also assists when needed for those students who were too far behind in credits and allows them to make up the work. The practice is to always keep the student at the center and then determine which placement is best.

Indicator 5 – Placement of Children Age 6-21

Percent of children with IEPs aged 6 through 21:

- A. inside the regular class 80% or more of the day inside the regular class 80% or more of the day;
- B. inside the regular class less than 40% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

State Target: 66% or higher

District %: **60.00%**

District Response:

More students could be assisted within the general classroom and experience success if the teachers did more differentiation. Most teachers cannot or will not see that even little things help to differentiate; thus, the student can experience success.